



## Effectiveness Of Implementing The Industrial Work Practice Program For State Vocational School Students In DKI Jakarta Province

**Nahason Sitohang**

Sekolah Tinggi Ilmu Ekonomi YPBI

Alamat: Jl. Raya Bekasi KM. 24 Kav. 1 & 2, Jl. Taman Pulo Gebang, RT.8/RW.13, Cakung Tim.,  
Kec. Cakung, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13950; Telepon: 0882-1298-3485

Author correspondence: [nahasonsthg@gmail.com](mailto:nahasonsthg@gmail.com)\*

**Abstract.** *The objective of this research is to evaluate the program of the industrial work practice of SMKN student. The Discrepancy Evaluation Model (DEM) is used in this research supported by data collection techniques of observation, interview, distribution of questionnaires, and related document gathering. Data analysis is carried out in line with aspect to be evaluated (comprises definition, installation, process and product) and the evaluation criteria. The research's findings showed that the program had clearly enough regulation basis, prepared installation by the government, good process, and has the differences gap for making correction in the future.*

**Key Words:** *industrial work practice and program evaluation research.*

### INTRODUCTION

Education is an investment in human resources. Education, as a means of developing human qualities, has a direct contribution to the growth of state income • through increasing the skills and production capabilities of the workforce. The government's efforts to respond to current global challenges and also improve the quality of education in Indonesia have been pursued through various strategies and various innovations in education and training programs, one of which is through the role of vocational education. The vocational education being developed is Vocational High School (SMK). Law No. 20 of 2003 concerning the National Education System states that the aim of Vocational High Schools is primarily to prepare students to enter the workforce. Vocational education graduates are expected to become productive individuals who are able to work as middle-class workers and are prepared to face job competition.

Vocational High Schools (SMK) are both state vocational schools and private vocational schools. Vocational Schools are educational institutions that have the potential to prepare human resources who can be easily absorbed into the world of work, because the theoretical and practical material at Vocational Schools is applicable and appropriate to current industrial employment. Through the development of vocational schools, it is hoped that the unemployment rate can be reduced, because vocational school education is based on a curriculum that equips graduates with certain skills to fill jobs or create their own jobs.' As stated by Bambang Sugestiyadi, that: Vocational secondary education has a big role in planning

and creating professional and productive middle-level human resources. As stated in the Republic of Indonesia Minister of National Education Decree No: 053/U/2001 concerning Minimum Service Standards (SPM). In Appendix-S to this decision, it is explained that the aim of providing education at Vocational High Schools (SMK) is to increase students' knowledge and skills, to prepare them as skilled, educated and professional middle-level workers, and able to develop themselves in line with developments in science, knowledge, technology and art (science and technology).?

One of the efforts in developing vocational schools is through developing skills programs that are relevant to the needs of the job market, one of the activities of which is carrying out industrial work practices. This skills program is the spearhead of creating compatibility between vocational schools and the world of work. The aim is to increase the relevance of skills programs in vocational schools to the needs of the job market, both in terms of quality and quantity.

In the attachment to the Minister of National Education Regulation Number 39 of 2008 concerning student development, in point 6 (d) it is stated that the development of creativity, skills and entrepreneurship includes, among other things, carrying out real work practices (PKN)/field work experience (PKL)/industrial work practices (Prakerin ). Meanwhile, financing for industrial work practices is regulated in the attachment to the Minister of National Education Regulation Number 69 of 2009 concerning standards for non-personnel operational costs, one of which regulates the amount of costs for carrying out industrial work practices. This industrial work practice is an implementation of an internship program at the vocational school level. This policy is a real form of educational planning with an employment approach. Based on article 1 paragraph 11 of the 2003 Manpower Law, apprenticeship is 'Ismu Harjono, Implementation of Industrial Work Practices in Electrical Installation Technical Skills Competencies at SMKN 4 in Tangerang City, (Jakarta: Universitas Indonesta.? Bambang Sugestyadi, Vocational Education as an Investment , Paper Competition ASC 2011. (Yogyakarta State University of Yogyakarta, 2011). .in the process of producing goods and/or services in the company, in order to master certain skills or expertise.

However, the reality on the ground says otherwise. It has become a classic problem for the world of vocational school education in Indonesia in general, that the link and match between vocational school education output and the business world/industrial world as users of vocational school education output has not been achieved. One of the problems lies in the quality of vocational school graduates who do not meet the competency standards required by the labor market. Alumni or graduates of Vocational High Schools (SMK) lack experience or

are less skilled in practice. This can be seen when entering the world of work, many vocational school graduates still need guidance or coaching, for example in using more modern/new tools or facilities. Apart from that, learning support facilities in several vocational schools are still felt to be inadequate, such as the tools and practical equipment used in most schools (especially in state schools) are outdated or no longer up to date. Another problem that really determines the success of vocational school education so that graduates are absorbed into business and employment opportunities, is the problem of matching the number (proportion) of graduates of each skills program with the needs of the world of work. The unbalanced ratio between labor supply and demand is one of the factors that prevent vocational school graduates from being absorbed into companies/industries. This happens because the number of vocational schools is very large, both with state and private (foundation) status.

3Puji Muljono, <http://tepostory.pb.pcsemberaonthande:173111673933740> K: Mon or "Wrench" in the World of Abdimas Work, Voi 1 No 2 December 2008 accessed 06 December 2011

Delivery without being carried out jointly with industry through a binding cooperation network and more in-depth curriculum studies. The aim of vocational school education is to equip students with certain skills to enter the world of work/business, so vocational school development must always refer to the needs of the job market. 6 This policy must touch on two main things, namely educational efficiency and optimizing the allocation and utilization of human resources in supporting the production process in the industrial sector. So vocational education should provide skills and expertise in accordance with the needs of industry and the business world for skilled and skilled personnel. So it can be explained that education is not just about seeking knowledge, even though seeking knowledge is the main goal of someone pursuing education through formal school. Behind the goal

It turns out that education is also used as an effort to find work. However, what is more important than all of that is the skills of school graduates. Even though the world of work currently requires a diploma, the skills possessed by graduates are the most important. A diploma will not be valuable without skills in application in the world of work. Those who have work skills have a higher chance of success than those who do not have skills. With a phenomenon like this, it turns out that education is not only for seeking knowledge but also for improving life. It can be said that education is a human capital investment. Based on the background above, the problem of this research is "How Effective is the Implementation of the Industrial Work Practice Program for State Vocational School Students in DKI Jakarta Province". The use of this research is to provide theoretical and practical scientific constructs for developing the effectiveness of industrial work practice programs. 178 and Achieving

Productive Subject Competencies. Guided by the objectives of secondary education in article 3 paragraph (2) of Government Regulation no. 29 of 1990, education at Vocational High Schools (SMK) <http://kakung-tuwex.blogspot.com/2012/04/pendidikan-dan-human-capital.html> accessed 02 November 2014

## **RESEARCH METHODS**

The implementation of this research will use a qualitative descriptive approach. because the aim is to describe and illustrate what is about a particular variable, symptom, condition or social phenomenon. In this case, to analyze the data obtained in depth and comprehensively, with the hope of knowing the extent of success in implementing the industrial work practice program, supporting and inhibiting factors and their impact on the quality of students who have skills and expertise in accordance with the needs of industry and the business world. expert and skilled personnel.

## **RESEARCH RESULT**

In this research, the author uses the Discrepancy Evaluation model developed by Malcom Provus, focusing on comparing evaluation results with predetermined standard performance. In this research, the effectiveness of the program is analyzed by analyzing the variables in the Discrepancy Evaluation model (Definition, Installation, Process, Output) which are confirmed with targets which are a measure of the effectiveness of the internship program. Stages of Design of the State Vocational School Industrial Work Practice Program in DKI Jakarta. In this component, there are 3 (three) aspects that are evaluated, namely; formulation of program objectives, preparation of resources, and formulation of standards which can be explained as follows; Formulation of Program Objectives Based on the results of the interviews, it can be explained that one of the stages of the program design has been implemented. One determines the goals and objectives that will be achieved from this program. The aim of this program is to identify and build student competencies and match them with the competencies required by jobs and companies. Industrial work practice aims to produce graduate students who have knowledge, skills and attitudes/behavior that are in line with the demands of the world of work/industrial world (DU/DI). which really prioritizes work discipline, gives high appreciation to work experience. Through this industrial work practice, it is hoped that students' real and comprehensive experience and insight into the world of work will increase so that it is hoped that students will be ready to enter the world of work after graduating from school. The aim of holding Prakerin is to prepare students so that when the

time comes they will be able to enter the world of work professionally, not be clumsy, not be surprised in the sense of being able to adapt because they have gained previous experience in Prakerin. Apart from that, with the implementation of Industrial Work Practices for vocational school students, it is hoped that it can increase students' career maturity both in the quality of the educational process and in the results of training to produce a quality workforce, through mutually beneficial collaboration between schools and industry.

### **Resource Preparation**

Carrying out this Prakerin program requires resources that are able to accommodate the needs of this Prakerin program. There are no or no standard rules regarding standard resources that must be had, the most important thing is that the internship organizer has budget resources and quality infrastructure and human resources. Currently internship organizers have resources of different quality and quantity, but usually companies that accommodate internship students have adequate resources and facilities. Likewise, the human resources who train or provide material in Prakerin activities are people who are experts in their fields.

The human resources involved in the internship program are teachers, who are educators whose job is to prepare students to enter jobs (production lines) in the partner industry; Instructors are supervisors from DUDI which is the student's partner institution. are participants in internship activities carried out at DUDI. Meanwhile, the source of funding for these internship activities comes from the government and from the students' parents. Because dual vocational system education, especially in industrial work activities, requires very large costs, the procurement and utilization of educational funding sources is borne by the government, the community and/or the students' parents.

Formulation of Standards After preparing resources, the organization then formulates competency standards for students who take part in internships. Information was obtained that in measuring the achievement of competency standards, the indicators used were the results of competency tests which were used as graduation requirements. The standard learning outcomes in industrial practice are assessment and certification. Determining Completeness in the Industrial Work Practice Program for State Vocational Schools in DKI Jakarta. In these industrial practice activities, inputs are of course needed that can support the implementation of these activities, such as adequate budgets, competent staff. in their field, adequate facilities and infrastructure as well as other inputs that can support the implementation of the internship program. In this component there are 4 (four) aspects that are evaluated, namely; communication about programs, available resources, disposition, and bureaucratic structure.

### **Communication.**

Effective implementation occurs when decision makers already know what they are going to do. Knowledge of what they will do can work if communication is good, so that every program decision and implementing regulations must be transmitted (or communicated) to the appropriate personnel department. Communication (or transmission of information) is needed so that decision makers and implementers will be more consistent in implementing each program that will be implemented. It can be explained that the resources in the internship program cannot run alone, but require good cooperation. Good cooperation will not be carried out as expected if there is no communication between them. Because with both vertical and horizontal communication, cooperation and coordination will run smoothly.

### **Resource.**

Without adequate resources, it is impossible to achieve the expected goals because the success of the program implementation process is very dependent on the available resources, one of which is adequate facilities and infrastructure to support the implementation of the program. Based on observations, most of the office administration vocational schools in the DKI Jakarta area have fulfilled the requirements in accordance with Permendiknas Number 40 of 2008 concerning Facilities and Infrastructure Standards for Vocational High Schools (SMK/MAK). However, there are still some vocational schools, even though they have the facilities and infrastructure determined by the Minister of National Education, which still do not meet the standards set by the Minister of National Education, for example the size of the classrooms or laboratories is not appropriate or is smaller than the provisions; or the classroom must be comfortable and free from noise, but most classrooms

is in a noisy place, because the school is on the side of the main road in Jakarta.

Regarding human resources, it can be explained that the quality of human resources possessed by Vocational Schools in the internship program is quite good because they are able to carry out these activities in accordance with the SOP that has been determined and in accordance with PP No.19 of 2005. Teachers and instructors have an understanding, fairly good knowledge, competence, skills and attitudes. However, the quantity of human resources manning it is still very minimal.

Meanwhile regarding the budget, it turns out there are still budget limitations. Because the cost of internship is still considered expensive. Limited funds at schools force schools to withdraw funds from students in order to follow industrial work practices. This can certainly be an inhibiting factor, especially for students who come from low-income families. Procuring

internship costs is an obstacle for teachers. Prakerin supervising teachers have a target that students have the minimum competencies that students must have and carry out the Prakerin program which certainly requires quite a lot of money, while the supervising teacher realizes that students' financial capabilities do not allow schools to increase the Prakerin fees budget.

### **Disposition.**

The implementer has a good understanding of the program which has an impact on the attitude taken by the implementer. The school and partner institutions have shown a high commitment to the success of the internship program. The cooperation agreement between the school and the partner institution has been able to make the process of implementing the Jang Industrial Work Practices a manifestation of PSG implementation running as expected. Meanwhile, the response from the target audience, namely students and program implementers, is also very good. Almost all the teachers involved, both in the context of practical activities at school and as supervisors, have seriously carried out their activities well. It's just that for students, there are some students who are less serious about implementing industrial work practices in the business/industry world. Therefore, a common understanding is needed so that when implementing the internship program there can be an understanding between all parties and the internship program can be implemented in accordance with the objectives that have been set.

### **Bureaucratic Structure.**

The internship program is an elaboration of the PSG policy which is a policy for developing student competencies. It can be explained that in the vocational school organization, there is a definite bureaucratic structure in managing this internship program. where the optimization of human resources within the school has been carried out. The smooth implementation of the internship program cannot be separated from the optimization of the school's human resources, in this case the supervisors and instructors as the spearhead of the school in developing students related to the implementation of the internship program. Implementation of the Public Vocational School Industrial Work Practice Program in DKI Jakarta. In this component There are 4 (four) aspects that are evaluated, namely; clear tasks and accurate objectives, management plans that allocate tasks and performance standards for sub-units, objective sub-unit performance measurement, monitoring systems and social sanctions.

Clear tasks and objectives that accurately reflect the intent of the program. Implementation of the internship program provides information regarding clear assignments and objectives that accurately reflect the intent of the program. This is reflected in the existence

of a cooperation agreement signed by both parties, namely the school party represented by the Principal and the industry, which usually contains the objectives and scope of the collaboration carried out, duties and responsibilities of both parties in organizing the internship program, implementation of activities, financing, time period. cooperation, and other matters deemed important and appropriate to be included by both parties. This agreement is made so that the rights and obligations that must be fulfilled by each party can be realized properly, so that no one party feels disadvantaged, because the cooperation agreement has been made in writing.

A management plan that allocates tasks and performance standards to sub-units In the internship program, management has been planned. Based on the results of observations and documentation carried out, there are several stages in the internship activities, namely: Preparation Stage, including several activities, namely:

- a) Preparation of administrative equipment:
- b) Practical Mapping:
- c) Prakerin Provision:
- d) Formation of Prakerin supervisors.

The Implementation Stage includes:

- a) Internship student deployment:
- b) Monitoring and initial evaluation of internship students by supervisors:
- c) Withdrawal of internship services.

The Industrial Work Practices Evaluation Stage includes:

- a) Internship competency test:
- b) Workshop on internship results.

### **Objective sub-unit performance measurement**

In implementing the industrial work practice program, objective performance measurement is based on the tasks of each sub-unit. If a sub unit does not meet the assigned task standards then its performance is below standard. Performance measurement can be subjective or objective. Objective means that performance measurement can also be accepted, measured by parties other than the one carrying out the assessment and is quantitative. Meanwhile, subjective measurements mean measurements that are based on personal opinion or personal standards of the person making the assessment and are difficult to verify by other people. Performance appraisals are usually based on a person's performance of the work they have done.



### **Social supervision and sanctions system**

To see the success of this internship program running according to previous planning, of course it requires supervision so that in the implementation process there are no deviations. Supervision in industrial work practice activities usually consists of;

- 1) control over work safety;
- 2) guidance and monitoring;
- 3) assessment of student learning outcomes.

Students must fulfill all of these requirements if they want to graduate from school. While at the partner institution, authority and responsibility for students are completely in the hands of the partner institution. Meanwhile, the school only monitors, where this monitoring activity is carried out by the supervising teacher.

### **Results from the Evaluation of the Prakerin Program Mapping Student Competency Profiles**

By holding this internship program. Students are required to work while studying with guidance from staff or company leaders who collaborate with the school for a certain period of time. Within the specified time period, students learn various things related to the various skills, knowledge, attitudes and habits required. With this internship program, students are expected to can find out their current competencies and the competency targets they want to achieve so that they are in accordance with DU/DI needs. Apart from that, with the internship program which is a standard and measurable process so that students can measure the extent of their competence compared to the competency requirements of the position required in in DU/DI and apart from that, students are aware of their areas of deficiency and potential.

### **Benefits Obtained by Students**

Based on the information obtained, the results of the internship program are as follows;

- a) Students know their current competencies and the competency targets they want to achieve;
- b) The recruitment and assessment and placement processes are more open and objective;
- c) Reducing the level of judgment errors when placing in certain positions;
- d) There is a line of harmony between the goals of DU/DI and students;
- e) There is a standard and measurable process so that it can be applied in various lines and situations;
- f) Students can become more skilled, able to be competent in the world of work and industry and able to develop their own potential;

- g) Provide experience both theoretically and practically related to work patterns and work culture in industry;
- h) Give a nata description of one type of profession that Sisia will pursue after they graduate from vocational school;
- i) Individuals are aware of their respective areas of weakness and potential.

### **Identify Gaps in Achieving Expected Results and Achieved Results**

In an effort to achieve ideal results from this internship program, it was identified that there were several gaps between achieving the expected results and the results achieved, including: a) The high cost of implementing the internship program is one of the obstacles in achieving maximum internship programs. b) Other obstacles that are felt in implementing the internship program are obstacles that originate from students. Their lack of seriousness in carrying out activities in the internship program causes the implementation of the internship program to not be able to obtain maximum results as expected. c) Inadequate school facilities and infrastructure can also be an obstacle in achieving the goals of implementing the internship program. d) The lack of seriousness on the part of DU/DI by assigning instructors who are less qualified to guide students, can certainly hinder the achievement of the objectives of the internship program, even though they talk to the school, the people who are used as instructors are experienced employees. e) The results of the internship program cannot yet be utilized in student career development.

## **DISCUSSION**

### **Stages of Design of the Public Vocational School Industrial Work Practice Program in DKI Jakarta**

The school has implemented all aspects that must be present in the program design stage. If quantified, the level of implementation of this component is 81.7%, which is included in the high category. What can be interpreted is that most or even all aspects have been implemented/available according to the criteria. Stufflebeam has stated that design is the design of activities or work programs. Therefore, some call it program definition. What is evaluated regarding this design is whether there are input.process elements. and output (land, personnel, infrastructure, resources, what kind of condition the scharang is in, what way it will be processed, what it will become like). "Evaluation is then evaluated for the comprehensiveness and internal consistency (alignment) of the design.

Determining Completeness in the Public Vocational School Industrial Work Practice Program in DKI Jakarta Based on these findings, it can be synthesized that communication, resources, disposition, and bureaucratic structure as a complement to the implementation of the internship program have been implemented well. Based on the findings above, it can be explained that SMK has implemented all the aspects that must be present in the installation component stage. If

quantified, then the level of implementation of this component is 85.27% which is included in the high category, which can be interpreted as meaning that most or even all aspects have been implemented/available according to the criteria. Stufflebeam has stated that Installation (program installation; provision of equipment needed by the program). In order for the program to be implemented, the program producing institution must of course prepare everything necessary to support it. So, what is evaluated is the appropriateness of the various resources, tools and equipment available for program implementation. If the program is to improve students' teaching abilities, for example, has a good teaching training place been "prepared"?

### **Implementation of the State Vocational School Industrial Work Practice Program in DKI Jakarta**

Based on the research findings, it can be synthesized that the program implementation has been carried out well. Based on the findings above, it can be explained that SMK has implemented all the aspects that must be present in the process component stage. If quantified, the level of implementation of this component is 82.09%, which is included in the high category, which can be interpreted as meaning that most of the aspects have been implemented/available according to the criteria. Stufflebeam has emuk.ch III 8--+

That Process (program process). What is meant is the process of implementing/implementing the program. This includes leadership and assignments (instruction). What is evaluated is the relationship (reliance) between something that will be changed, built, developed, etc. with the activities (process) to change, build, develop it. According to Raj Paudel, implementation literally means carrying out,

completing, fulfilling, producing or accomplishing a given task. Implementation can be conceptualized as process, output and outcome. It is the process of a series of decisions and actions aimed at placing an authoritative decision before it goes into effect.® There are four key ingredients to effective implementation:

- 1) clear tasks, and objectives that accurately reflect the intent of the policy,
- 2) management plans that allocate tasks and performance standards to sub-units.
- 3) objective measurement of sub-unit performance: and

- 4) an adequate monitoring system and social sanctions from management so that subordinates are responsible for their performance. Implementation failure is a deviation from planning, specifications and controls.

### **Results from Evaluation of the Prakerin Program**

Based on the findings above, it can be explained that Vocational Schools have implemented all the aspects that must be present in the product component stage. If quantified, the level of implementation of this component is 83% which is included in the high category, which can be interpreted as the majority even all aspects have been implemented/available according to the criteria.

Evaluation at the Post-Implementation stage (EX-POST) at the post-implementation stage, this evaluation is directed at seeing whether the achievements (outputs/results/impacts) of the program are able to overcome the development problems it wants to solve. This evaluation is carried out after the program ends to assess relevance (impact compared to input), effectiveness (results versus results), effectiveness "Narendra Raj Paudel, A Critical Account of Policy Implementation Theories Status and Reconsideration Nepalese Journal of Public Policy and Governance. Vol xxv. No 2 December, 2009 hh 36-388 ँ (measles compared to results), and sustainability (impact compared to results and output) of a program."

### **CONCLUSION**

Based on the research findings, it can be concluded that the internship program at Jakarta State Vocational Schools has been implemented well. First, the stages of the Industrial Work Practice Program Design for State Vocational Schools in DKI Jakarta in the design of the internship program have met the evaluation criteria, namely the formulation of appropriate program objectives supported by adequate information, preparation of resources tailored to needs, formulation of appropriate standards and in accordance with the facts in the field and then efficient steps can be developed to achieve targets and in accordance with regulations. Second, determining the completeness of the State Vocational School Industrial Work Practice Program in DKI Jakarta. SMKN has implemented all the aspects that must be present in the installation component stage. Third, in implementing the internship program, of course, it must first begin with a plan that has been made carefully so that carrying out the program does not seem haphazard. Based on the research results, the program implementation has been carried out well. Fourth, in an effort to achieve ideal results from the internship program, it was identified that there were several gaps between achieving the expected results and the results

achieved, including; a) The high cost of administering the internship program. b) Limited funds owned by the school to implement the Prakerin program. c) Lack of seriousness of students in carrying out activities in internships. d) The school's facilities and infrastructure are inadequate. e) Lack of seriousness on the part of DU/DI by assigning instructors who are less qualified to guide students. 1) The results of the internship program cannot yet be utilized in developing students' careers.

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